

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Foundational Skills Expectation	Understand and apply knowledge of print concepts, phonics and phonemic awareness and demonstrate fluency and comprehension as a foundation for developing reading skills	Understand and apply knowledge of print concepts, phonics and phonemic awareness and demonstrate fluency and comprehension as a foundation for developing reading skills	Understand and apply knowledge of phonics and demonstrate fluency and comprehension as a foundation for developing reading skills	Understand and apply knowledge of phonics and demonstrate fluency and comprehension as a foundation for developing reading skills	Understand and apply knowledge of phonics and demonstrate fluency and comprehension as a foundation for developing reading skills	Understand and apply knowledge of phonics and demonstrate fluency and comprehension as a foundation for developing reading skills
Print Concepts	Demonstrate understanding of the organization and basic features of print, and understand that printed materials provide information	Apply understanding of the organization and basic features of print				
	Demonstrate understanding that print moves from left to right across the page and from top to bottom					
	Recognize that written words are made up of sequences of letters					
	Recognize that words are combined to form sentences	Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation)				
	Identify and name all uppercase (capital) and lowercase letters of the alphabet					
	Learn and apply knowledge of alphabetical order (by the first letter)	Arrange words in alphabetical order by first and second letters				
Oral Fluency	Demonstrate understanding of spoken words, syllables, and sounds	Apply understanding of spoken words, syllables, and sounds				
	Identify and produce rhyming words					
	Orally count, pronounce, blend and segment words into syllables	Blend sounds, including consonant blends, to produce single-syllable words				

Phonological Awareness		Count the number of syllables in a word				
	Orally blend the onset (e.g., the initial sound) and the rime (e.g., the vowel and ending sound) in words	Add, delete, or substitute sounds to change single-syllable words				
	Tell the number and order of sounds heard in words with two or three phonemes, and identify the beginning, medial, and final sounds	Distinguish beginning, medial, and final sounds in single-syllable words				
	Add, delete, or substitute sounds to change words	Segment the individual sounds in one-syllable words				
Phonics	Know and apply grade-level appropriate phonics and word analysis skills	Know and apply grade-level appropriate phonics and word analysis skills	Apply grade-level appropriate phonics and word analysis skills	Apply grade-level appropriate phonics and word analysis skills	Apply grade-level appropriate phonics and word analysis skills	Apply grade-level appropriate phonics and word analysis skills
	Use letter-sound knowledge to write simple messages and words, which accurately represent at least the initial sounds or many of the most frequent sounds for each consonant	Use letter-sound knowledge of single consonants, short and long vowels, consonant blends and digraphs, vowel blends and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her) independent of context				
	Listen and blend consonant-vowel-consonant (cvc) sounds to make words	Decode one-syllable words in the major syllable patterns (CVC/CVr, V, VV, Vce) independent of context	Use knowledge of the six major syllable patterns (e.g., CVC, CVr, V, VV, Vce, Cle) to decode two-syllable words independent of context			
	Recognize the long and short sounds for the five major vowels	Apply final -e and common vowel team conventions (vowel digraphs) for representing long vowel sounds	A. Apply knowledge of long and short vowels when reading regularly spelled one-syllable words B. Know spelling-sound correspondences for additional common vowel teams (e.g., oa)			

	Read common high-frequency words by sight (e.g., a, my)	Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said) and simple compound words (cupcake) and contractions (isn't)	Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.)	Read grade-appropriate words that have blends (walk, play), contractions, compounds, common spelling patterns (qu-; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural)		
	Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written	Read words in common word families (e.g., -an)	Know and use common word families when reading unfamiliar words (e.g., -at, -ate)	Know and use more difficult word families when reading unfamiliar words (e.g., -ale, -est, -ine)		
		Read grade-appropriate root words and affixes including plurals, verb tense, and comparatives (e.g., look, -ed, -ing, -s, -er, -est)	Read multi-syllabic words composed of roots, prefixes, and suffixes	Read multi-syllabic words composed of roots and related prefixes, suffixes, contractions, possessives, and compounds	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context
Fluency	Students demonstrate accuracy and fluency while reading grade-level appropriate texts	Students demonstrate accuracy and fluency while reading grade-level appropriate or higher texts	Students demonstrate accuracy and fluency while reading grade-level appropriate or higher texts	Students demonstrate accuracy and fluency while reading grade-level appropriate or higher texts	Students demonstrate accuracy and fluency while reading grade-level appropriate or higher texts	Students demonstrate accuracy and fluency while reading grade-level appropriate or higher texts
	Read emergent-reader text with others, maintaining an appropriate pace and using self-correcting strategies while reading	Orally read grade-level-appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level	Orally read grade-level-appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level	Orally read grade-level-appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level	Orally read grade-level-appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level	Orally read grade-level-appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level

[illegible]

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Reading Complexity Expectation	Actively engage in group reading activities with purpose and understanding	With prompting and support, read nonfiction that is grade-level appropriate	Read and comprehend proficiently a variety of nonfiction, including textbooks, simple biographies, and children's periodicals, within a range of complexity appropriate for grades 2-3, independently for texts at the second grade level, and with scaffolding as needed for texts at the third grade level	Read and comprehend, by the end of grade 3, a variety of nonfiction, including textbooks, biographies, and children's periodicals, within a range of complexity appropriate for grades 2-3 independently and proficiently	Read and comprehend proficiently a variety of nonfiction, including textbooks, biographies, newspapers, and Websites, within a range of complexity appropriate for grades 4-5, independently for texts at the fourth grade level, and with scaffolding as needed for texts at the fifth grade level	Read and comprehend, by the end of grade 5, a variety of nonfiction, including textbooks, biographies, newspapers, and Websites, within a range of complexity appropriate for grades 4-5 independently and proficiently
Key Ideas and Textual Support	With prompting and support, ask and answer questions about important elements of the text (e.g., events, topics, concepts)	Ask and answer questions about key details and to clarify and confirm understanding of a text	Ask questions about, identify, and explain the main idea and supporting facts and details in a text	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
	With prompting and support, retell the main idea and key details of a text	Retell main ideas and key details of a text	Identify the main topic of a multiparagraph text and explain the topic of each paragraph	Determine the main idea of a text; recount the key details and explain how they support the main idea	Determine the main idea of a text and explain how it is supported by key details; summarize the text	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text	Describe the connection between two individuals, events, ideas, or pieces of information in a text	Describe the connection between a series of historical events, scientific ideas or concepts, and steps in technical procedures in a text and, where applicable, distinguish cause from effect	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text
Structural Elements and Organization	With prompting and support, ask and answer questions about unknown words in a text	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text	Determine the meaning of words and phrases in a text relevant to a grade-level appropriate topic or subject area	Determine the meaning of general academic and content-specific words and phrases in an informational text relevant to a grade-level appropriate topic or subject area	Determine the meaning of general academic and content-specific words or phrases in a text relevant to a grade-level appropriate topic or subject area	Determine the meaning of general academic and content-specific words and phrases in a text relevant to a grade-level appropriate topic or subject area
	Identify textual and graphic features of a nonfiction text (e.g., title, author, table of contents, illustrations, and index)	Know and use various text features to locate key facts or information in a text	Know and use various text features to locate key facts or information in a text efficiently	Use text features and search tools to locate information relevant to a given topic efficiently	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text	Analyze, compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts
		Distinguish between information provided by graphic features and information provided by the words in a text	Identify the main purpose of a text, including what the author wants to answer, explain, or describe	Distinguish their own point of view from that of the author of a text	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

Connection of Ideas	With prompting and support, describe the relationship between graphic features and the text in which they appear	Use the graphic features (e.g., bold print, italic, illustrations, and captions) and details in a text to describe its key ideas	Explain how graphic features (e.g., font type and size, diagrams, charts, captions) contribute to and clarify a text	Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format)	Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format)	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question proficiently or to solve a problem
	With prompting and support, identify the reasons an author gives to support points in a text	Identify the reasons the author gives to support points in a text	Describe how reasons support specific points the author makes in a text	Identify the organizational structures (e.g., order of importance, cause-and-effect, comparison-contrast) in a text	Explain how an author uses reasons and evidence to support particular points in a text	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
	With prompting and support, identify basic similarities in and differences between two texts on the same topic	Identify basic similarities in and differences between two texts on the same topic	Compare and contrast the most important points presented by two texts on the same topic	Compare and contrast the most important points and key details presented in two texts on the same topic	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
				Distinguish between the author's purpose in various genres of nonfiction text	Explain the author's precise purpose in a piece of analytical or persuasive writing, using evidence from the text	Distinguish among facts, supported inferences, claims, evidence, and opinions in text.
				Distinguish between fact and opinion in informational text.		

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Reading Complexity Expectation	Actively engage in group reading activities with purpose and understanding	With prompting and support, read prose and poetry that is grade-level appropriate	Read and comprehend proficiently a variety of literature, including stories, drama, and poetry, within a range of complexity appropriate for grades 2-3, independently for texts at the second grade level, and with scaffolding as needed for texts at the third grade level	Read and comprehend, by the end of grade 3, a variety of literature, including stories, drama, and poetry, within a range of complexity appropriate for grades 2-3 independently and proficiently	Read and comprehend proficiently a variety of literature, including stories, drama, and poetry, within a range of complexity appropriate for grades 4-5, independently for texts at the fourth grade level, and with scaffolding as needed for texts at the fifth grade level	Read and comprehend, by the end of grade 5, a variety of literature, including stories, drama, and poetry, within a range of complexity appropriate for grades 4-5 independently and proficiently
Key Ideas and Textual Support	With prompting and support, ask and answer questions about main topics and key details in a text heard or read	Ask and answer questions about main idea and key details in a text	Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
	With prompting and support, retell familiar stories, including key details	Retell stories in sequence, including key details, and demonstrate understanding of their central message or lesson	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	Identify themes as the moral lessons in folktales, fables, and myths from diverse cultures	Identify the theme of a passage, story, or novel and provide evidence for the interpretation	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text
	Identify important elements of the text (e.g., characters, events, setting)	Using key details, identify and describe the elements of plot, character, and setting	Describe how characters in a story respond to major events and challenges	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
	Make predictions about what will happen in a story	Make and confirm predictions about what will happen next in a story.	Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or disconfirmed and why			

Structural Elements and Organization	Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks)	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
	With prompting and support, define the role of the author and illustrator of a story in telling the story	Identify who is telling the story at various points in a text	Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks	Distinguish their own point of view from that of the narrator or those of the characters	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations	Describe how a narrator’s or speaker’s point of view influences how events are described
Connection of Ideas	With prompting and support, describe the relationship between illustrations and the story in which they appear	Use illustrations and details in a story to describe its characters, setting, or events	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text
	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories	Compare and contrast the adventures and experiences of characters in stories	Compare and contrast versions of same stories from different authors and different cultures.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures	Compare and contrast stories in the same genre on their approaches to similar themes and topics.

		Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Range of Writing Expectation		Use words and pictures to communicate	Write routinely over brief time frames for a variety of purposes and audiences	Write routinely over brief time frames for a variety of tasks, purposes, and audiences	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
	Handwriting	Demonstrate the ability to write legibly	Demonstrate the ability to write legibly	Demonstrate the ability to write legibly	Demonstrate the ability to write legibly	Demonstrate the ability to write legibly	
		Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately	Form letters correctly and space words and sentences properly so that writing can be read easily by another person	Write legibly in print or cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper	Write legibly in print or cursive, forming letters and words that can be read by others	
Write by moving from left to right and top to bottom							
		Draw pictures and write words for a specific reason	Write for different purposes and to a specific audience or person.	Write for different purposes and to a specific audience or person.	Write for different purposes and to a specific audience or person	Write for different purposes and to a specific audience or person	Write for different purposes and to a specific audience or person
	Opinion and Persuasion	Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action	Write logically connected sentences to make a proposal to a particular audience and give reasons why the proposal should be considered	Write logically connected paragraphs with a concluding statement or section and multiple reasons to explain to a particular audience why a certain course of action should be followed	Write persuasive and opinion compositions in a variety of forms that: - State the opinion - Support the opinion with reasons - Use an organizational structure - Use linking words and phrases to connect opinion and reasons - Provide a concluding statement or section	Write persuasive and opinion compositions in a variety of forms that: - Clearly state a position and supports it with facts and details; - Use an organizational structure to group related ideas that support the purpose; - Link opinion and reasons using words and phrases; and - Provide a concluding statement or section related to the position presented	Write persuasive and opinion compositions in a variety of forms that: - Present a position to an identified audience, supporting the position with qualitative and quantitative facts and details; - Link reasons to the position using words, phrases, and clauses; - Provide a concluding statement or section related to the position presented

Writing Genres	Informative	Use words and pictures to discuss observations on topics that develop a topic sentence or a controlling (main) idea and provide some information about the topic	Provide an observation or simple analysis on a topic that develops and use a topic sentence or controlling idea, provides some facts about the topic, and provides a sense of closure	Provide an observation or analysis on a topic that introduces a topic, provides facts and definitions about the topic, and provides a concluding statement	Write informative compositions on a variety of topics that: <ul style="list-style-type: none">- state the topic, develop a controlling idea for the introductory paragraph, and group related information together;- include graphics when useful to aid comprehension;- develop the topic with facts, definitions, and details;- use linking words and phrases to connect ideas within categories of information; and- provide a concluding statement or section	Write informative compositions on a variety of topics that: <ul style="list-style-type: none">- provide an introductory paragraph with a clear controlling idea;- provide paragraphs with topic sentences, logical organization, and an effective conclusion;- provide facts, definitions, specific details, and examples to support ideas and extend explanations;- includes formatting, graphics, and multimedia when useful to aid comprehension- link ideas using words and phrases;- use language and vocabulary appropriate for audience and topic	Write informative compositions on a variety of topics that: <ul style="list-style-type: none">- organize sentences and paragraphs logically, using an organizational form that suits the topic;- includes formatting, graphics, and multimedia when useful to aiding comprehension;- employs sufficient imagery, examples, facts, definitions, quotations, or other information to give clear support for topics;- connects ideas within and across categories using relevant transition words;- uses appropriate language, vocabulary, and sentence variety to convey meaning, for effect, and to support a tone and formality appropriate to the topic and audience; and- provides a concluding statement or section related to the information or explanation presented
	Narrative	Use words and pictures to narrate a single event or simple story, arranging ideas in order and providing a reaction to what happened	Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning and ending	Develop topics for friendly letters, stories, poems, and other narrative purposes; include details to describe actions, thoughts, and feelings; use words to signal event order; and provide an ending	Write narrative compositions in a variety of forms that: <ul style="list-style-type: none">- establish a situation and introduce a narrator and/or characters- provide a context in which the event takes place- include specific descriptive details and clear event sequences;- use conversational language for dialogue;- connect ideas and events using straightforward introductory and transition words;- provide an ending	Write narrative compositions in a variety of forms that <ul style="list-style-type: none">- establish a situation and introduce a narrator and/or characters;- organize an event sequence that unfolds naturally;- use dialogue and descriptions to develop events and reveal characters' personalities, feelings, and responses to situations;- provide a context to allow the reader to imagine the world of the event or experience;- employ vocabulary with sufficient sensory details to give clear pictures of ideas and events;- organize writing using meaningful paragraphing and connecting events using transitional words and phrases; and- provide an ending that follows from the narrated experiences or events	Write narrative compositions in a variety of forms that: <ul style="list-style-type: none">- orient the reader by establishing a situation and introducing a narrator and/or characters;- organize an event sequence that unfolds naturally;- develop a situation or plot and describe the point of view, setting, and conflict;- use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations;- use precise and expressive vocabulary and figurative language for effect;- connect ideas and events using transitions; and- provide an ending that follows from the narrated experiences or events
	Literary Response			Write in response to literature or nonfiction texts, using evidence from the text to support statements	Write in response to literature or nonfiction, using evidence from the text to support statements	Write in response to literature or nonfiction, using evidence from the text to support statements	Write in response to literature or nonfiction, using evidence from the text to support statements

The Writing Process	Process and Production of Writing	Use writing to communicate	Apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for first grade	Apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for second grade	Apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for third grade	Apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for fourth grade	Apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for fifth grade
		Select and organize ideas relevant to a topic; revise writing by adding details; and edit writing for format and conventions	Generate a draft by selecting and organizing ideas relevant to topic, purpose, and genre; revise writing to add details; edit writing for format and conventions; and provide feedback to other writers	Generate a draft by selecting and organizing ideas relevant to topic, purpose, and genre; revise writing by adding details; edit writing for format and conventions; and provide feedback to other writers	Generate a draft by selecting and organizing ideas relevant to topic, purpose, and genre; edit writing for format and conventions; revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice) and provide feedback to other writers	Generate a draft by selecting and organizing ideas relevant to topic, purpose, and genre; edit writing for format and conventions; revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice) and provide feedback to other writers	Generate a draft by selecting and organizing ideas relevant to topic, purpose, and genre; edit writing for format and conventions; revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice) and provide feedback to other writers
		Use available technology to produce and publish writing	Use a variety of digital tools to publish legible documents	Use a variety of digital tools to publish legible documents	Use technology, including the Internet, to publish legible documents and to interact and collaborate with others	Use technology, including the Internet, to publish legible documents and to interact and collaborate with others	Use technology, including the Internet, to publish legible documents and to interact and collaborate with others
				Understand the purpose of and use appropriate reference materials, both print and digital, to check and correct spelling, determine or clarify the meanings of words or phrases, and improve word choice	Understand the purpose of and use appropriate reference materials, both print and digital, to check and correct spelling, determine or clarify the meanings of words or phrases, and improve word choice	Understand the purpose of and use appropriate reference materials, both print and digital, to check and correct spelling, determine or clarify the meanings of words or phrases, and improve word choice	Analyze the appropriateness of and use appropriate reference materials, both print and digital, to check and correct spelling, determine or clarify the meanings of words or phrases, and improve word choice
		Conduct simple research projects, alone or with others	Conduct simple research projects, alone or with others	Conduct short research projects, alone or with others	Conduct short research projects that build knowledge about a topic	Conduct short research projects that build knowledge about a topic	Conduct short research projects that build knowledge about a topic

The Research Process	Finding, Assessing, Synthesizing, and Reporting Information	Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic of interest	Identify a variety of sources of information and document the sources Organize information found during group or individual research, using graphic organizers or other aids Make informal presentations on information gathered	Use questions to find information on a topic Identify various visual and text reference sources Summarize and present the information in written reports or oral displays	Locate information in reference texts, electronic resources, or through interviews Record relevant information in their own words and use quotation marks to denote direct quotations Determine the accuracy of the information gathered Organize and present information in a report or annotated display	Identify a research question to address Use organizational features of print and digital sources efficiently to locate further information Determine the accuracy of the information gathered Record source information and follow an established format Use a variety of tools to summarize and organize information Cite all quoted words, introducing them in one's own words, and identify sources Present the research project	Formulate a research question Identify and acquire information, following ethical and legal guidelines Assess the accuracy and reliability of information gathered Record pertinent main ideas and supporting details, citing the source of information Quote specific phrases and sentences and incorporate illustrations and graphics as necessary Summarize and paraphrase information in one's own words Report findings in a clear, concise way
	Grammar and Usage	Use frequently occurring nouns, verbs, and prepositions	Use common, proper, and possessive nouns	Use collective nouns and regular and irregular plural nouns	Form and use abstract nouns and regular and irregular plural nouns		
		Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)					
						Use modal auxiliaries (e.g., can, may, must) to convey various conditions	
		Form regular plural nouns orally by adding /s/ or /es/ (e.g., orally change "cat" to "cats" or "dish" to "dishes")	Use singular and plural nouns with matching verbs in basic sentences, and use personal, possessive, and indefinite pronouns correctly in speech	Use collective nouns, regular and irregular plural nouns, and reflexive pronouns (e.g., myself, ourselves) appropriately	Identify and use appropriately nouns, pronouns, verbs, adjectives, and adverbs and explain their functions.	Identify and use appropriately nouns, pronouns (including relative pronouns--who, which, etc.), verbs, adverbs (including relative adverbs, e.g., where, when), adjectives, and prepositions and explain their functions.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences
			Use verbs to convey a sense of past, present, and future	Form and use the past tense of frequently occurring irregular verbs	Form and use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions	Form and use the progressive verb tenses; recognize and correct inappropriate shifts in verb tense	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses and correctly use appropriate tense for verbs that are often misused (lie/lay, sit/set, rise/raise).

Conventions of Standard English	Gram		Use frequently occurring adjectives, conjunctions, determiners, and prepositions in speech	Use adjectives and adverbs, and choose between them depending on what is to be modified	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified	Order adjectives within sentences according to conventional patterns	
					Use coordinating and subordinating conjunctions		Use correlative conjunctions (e.g., either/or, neither/nor)
						Correctly use frequently confused words (e.g., to, too, two; there, their)	
		Produce complete sentences that include subject, verb, and object	Write complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts	Write correctly complete simple and compound sentences of statement, command, question, or exclamation.	Produce simple, compound, and complex sentences	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons	
	Capitalization and Punctuation	Capitalize the first word in a sentence and the pronoun I	Capitalize the first word of a sentence, dates, names of people, and the pronoun I	Capitalize all proper nouns, greetings, months and days of the week, titles and initials in names, and holidays, product names, and geographic names	Capitalize appropriate words in titles, historical periods, and special events	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	
		Recognize and name end punctuation	Correctly use a period or a question mark at the end of a sentence	Correctly use a period, question mark, or exclamation mark at the end of a sentence Use an apostrophe to form contractions and possessives			
			Use commas in dates and to separate single words in a series	Use commas in greetings and closings of letters, and with dates and items in a series	Use commas in locations, addresses	Use a comma before a coordinating conjunction in a compound sentence.	Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address
	Spelling	Spell simple words, using knowledge of letter names and sounds	Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions	Correctly spell words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns, and common irregularly-spelled high frequency words	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words		
			Correctly spell words with common spelling patterns and common irregularly-spelled high frequency words	Generalize learned spelling patterns (e.g., word families) when writing words	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, and homophones, and homographs) in writing words		

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Comprehension and Collaboration	Participate in collaborative conversations with various partners about grade-level appropriate topics and texts with peers and adults in small and larger groups	Participate in collaborative conversations with various partners about grade-level appropriate topics and texts with peers and adults in small and larger groups	Participate in collaborative conversations with various partners about appropriately complex topics and texts with peers and adults in small and larger groups	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with various partners on appropriately complex topics and texts, building on others' ideas and expressing their own clearly	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with various partners on increasingly complex topics and texts, building on others' ideas and expressing their own clearly	Engage effectively in a range of collaborative discussions with various partners on increasingly complex topics and texts, building on others' ideas and expressing their own clearly
				Draw on preparation and other information known about the topic to explore ideas under discussion	Draw on preparation and other information to explore ideas under discussion; and state ideas coherently and concisely	Draw on preparation and other information to explore ideas under discussion
	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) and add one's own ideas to small group discussions or tasks	Follow agreed-upon rules for discussions (e.g., staying on topic when speaking, listening to others with care, speaking one at a time about the topics and texts under discussion)	Demonstrate knowledge and use of agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)	Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects	Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles	Establish and follow agreed-upon rules for discussions
		Ask questions to clarify information about topics and texts under discussion	Ask for clarification and further explanation as needed about the topics and texts under discussion	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
	Continue a conversation through multiple exchanges	Build on others' talk in conversations by responding to the comments of others through multiple exchanges	Build on others' talk in conversations by linking their comments to the remarks of others	Explain their own ideas and understanding in light of the discussion	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
		Ask and answer questions about key details in a text read aloud or information presented orally or through other media	Determine the purpose for listening (such as to obtain information or enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

	Ask and answer questions to seek help, get information, or clarify something that is not understood	Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood	Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail	Identify and use evidence a speaker provides to support particular points	Summarize a speaker's points as they relate to main idea or supporting details and demonstrate how claims are supported by reasons and evidence
Presntation of knowledge and Ideas	Recive poems, rhymes, and songs, and describe familiar people, places, things, and events and, with prompting and support, provide additional detail	Recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events	Recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace	Report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace	Report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace	Present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
		Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings; recite poems, rhymes, songs, and stories	Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.	Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience	Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes
	Speak audibly and share information and ideas in complete, coherent sentences	Produce complete sentences to communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)	Use complete sentences to communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)	Communicate ideas and information in a clear and concise manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)	Communicate ideas and information in a clear and concise manner appropriate for the purpose and setting (e.g., formality or informality, language, word choice, sequence, relevance)	Adapt speech to a variety of contexts and tasks
	Understand and follow one- and two-step spoken directions	Give, restate, and follow simple two-step directions.	Give and follow three- and four-step oral directions.			

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Media Literacy				Compare ideas and points of view expressed in broadcast and print media or on the Internet and distinguish between the speakers' opinions and facts	Evaluate the role of the media in focusing people’s attention on events and in forming their opinions on issues.	Identify claims in print, image, and multimedia and evaluate evidence used to support these claims.